

**STUDENTS' ATTITUDE IN LEARNING ENGLISH  
AT SMPN 23 PEKANBARU**



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**STUDENTS' ATTITUDE IN LEARNING ENGLISH  
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## ABSTRACT

The title of this research is "Students' Attitude in Learning English at SMPN 23 Pekanbaru. The object of this research is attitude in learning English and the subject was the first year students of SMPN 23 Pekanbaru.

So, the writer is interested in carrying out the research of this problem. Furthermore, the problem can be formulated:

1. How are the students' attitude in learning English at SMPN 23 Pekanbaru ?
2. What are the factors influence students' attitude in learning English ?

The population of this research is the first year students of SMPN 23 Pekanbaru. There are three classes and the total number of the students is 126, therefore, the writer takes 25% of student or 43 students. The writer used formula:

$$P = \frac{F}{N} \times 100\%$$

The analysis of this research is descriptive study by using the observation, questionnaire and interview. Observation is used to know the students' attitude in learning English, questionnaire to find out factors that influence students' attitude in learning English and interview is done to support the main data collection in this research.

Based on the research findings, it can be concluded that the students' attitude in learning English is good. That can be seen 77.95 of the students' attitude in learning English are in good category. Therefore it obtained the students' attitude in learning English the first year students of SMPN 23 Pekanbaru is good category because it is the highest percentage.

There are some dominant factors that influence the students' attitude in learning English:

The students write English lesson explains by the teacher. It can be seen that the percentage of this item is 84.18%. the students come to the class on time. It can be seen that the percentage of this item is 83.25%. homework can help them to recall the previous lesson. It can be seen that the percentage of this item is 81.39%. And the students write English lesson conclusion to make easy to read. It can be seen that the percentage of this item is 80%.

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background.

English is a foreign language taught at school in Indonesia. For many years It is has been a compulsory subject at Elementary, junior, senior high school a Well as in University. To reach the goal of communicative competence, the Students have attitude in learning English whether in or out of classroom activities in Learning is a process of effort that is done by an individual to get a changing of the new behavior totally, as an achievement of the experience in interaction with environment. According to the Witherington states that learning is a process of Exchange in personality as a new pattern of the change, the reaction such as attitude and intelligence.

Learning English is a long process and it takes time and hard work to study it. So, in order to have good in English to proficiency, the students have to learn the important part of the language, they are language components and the Language skills. It means that every student who wants to master English must learn the language components and skills because of them have important function to each other.

Furthermore, there is one thing that is also very influential toward students' successfulness in learning English as foreign language, it is students' attitudes. Antonio Chandra Segaran in his book says: "Attitude refers to specifically to state emotions and thought relating to the English language, to the learning of English and to the culture of English speaking people." (Antonio Chandra Segaran, 1995:12). More over Brookfield and Nordberg states" there are five factors that influence students' achievement automatically

they are students' interest, anxieties, level of aspiration, needs and their attitude of learning the subject". (Brookfield and Nordberg, 1962)

It can be classified into two categories: first, the positive attitude, and second the negative one. The students are considered to have positive attitude of learning English, when they indicate good response to it, they have strong motivation to study English, and they have full attention to the English teacher whether teaching and learning process is happening. On the other hand, they are supposed to have negative attitudes of learning English when the students do not have good response, lack of interest of learning English, and less attention to the English teacher.

The students' attitude of learning an object is perception or assumption which is followed by a tendency to do an effort, as their attitude of learning the object it self. In other words, the attitudes are the interactions to do everything for the object. Zimbardo and Ebbesen says: "The attitude as predisposition toward some one, idea, or object that contain some components such as: cognitive, affective and behavior." (Drs. H. Abu Ahmadi, 1990:163).

These attitudes influence the students' motivation in learning English. "Motivation as construct made up of certain attitudes." (Gardner and Lambert's in H. Douglas Brown 1994:168). Wheather it is related with students' positive attitudes of learning English, so it can be notice from their response of learning English, for example: they always do their assignments and home works that are given by the English teacher.

In our country there are some levels of education from kindergarten university. The senior high school is one of them or the third level in our country it has English course. English is the one of others courses which is thought in Islamic senior high school

SMPN 23 PEKANBARU found that students have the problem or difficulties in making and use some strategies during learning English. Although, they have studied since Elementary School. The problem can be seen from the background of English knowledge or difficulties that occur in English learning it selves. Theoretically, if the students have used good attitude in learning, they also will have good achievement level. But unfortunately, from the documentation known, most of the students still get low score in English subject matter. It can be seen from some symptoms as follows:

1. The students do not understand about the lesson given by the teacher.
2. The students could not answer teachers' question regarding with material taught before.
3. The students could not give examples dealing with materials taught before.
4. The students made many mistakes in doing exercises.
5. Most of the students weren't interested in reading the other English books.

Based on the symptom above that found by the investigator, therefore, Investigators interested to conduct a research entitled STUDENTS' ATTITUDE IN LEARNING ENGLISH AT SMPN 23 PEKANBARU.

## **1.2 The Definition of the term**

### **1. Learning**

Learning taken from word "learns" means gain knowledge or skill in a Subject or activity. Hornby, (2004:244). Brown (2007:7) is also stated that Learning is acquiring or getting knowledge of a subject or a skill by study, Experience or instruction. Furthermore, learning is the process of gaining understanding that leads to the modification of attitudes

and behaviors through the acquisition of knowledge, skill and values, through study and experience.

Learning English is gain English knowledge or skill in a subject or active or the process of English gaining understanding that leads to the modification of attitudes and behaviors through the acquisition of knowledge, skill and values, through study and experience.

Learning in this paper means that the process or activity that happened whether individually or collectively in getting knowledge and the changes of good behavior and attitude.

## 2. Attitude

The attitude means, the students' tendency to respond positively or negatively toward certain subject or material taught, (Atkinson J. at al 2004:41). s

### **1.3 The Problem**

#### **1.3.1 The Identification of problem.**

Based on the description of the problem above, makes the identification as follows:

- a. Do the first year students have good attitude in learning English?
- c. Do the first year students tend to delay the time of learning English exercises?
- d. Are the first year students interested in learning English?
- e. What are factors influencing the attitude in learning English?

### **1.3.2. The limitation of problem.**

Based on the problem identified are broad enough, the investigators limits the problems of the research STUDENTS' ATTITUDE IN LEARNING ENGLISH AT SMPN 23 PEKANBARU.

### **1.3.3. The formulation of problem.**

The problem of this study is formulated in the following questions:

1. How are the students' attitudes in learning English of the first year at SMPN 23 Pekanbaru?
2. What factors influence students' attitude in learning English of the first years at SMPN 23 Pekanbaru?

### **1.3.4. The reason of choosing the title.**

The writer is many reasons in this research, here are the reason why the investigators are interested in choosing the title as follows:

1. This topic is very important to be investigative because it will give us information about the effectiveness student attitude in learning English.
2. As far as writer is concerned, this title has never been investigated by another research yet.

### **1.3.5. The Objective and significance of the research**

#### **1. Objective of the research**

- a. To understand the students' attitude in learning English.
- b. To know out what kinds of students attitude in learning English.

## **2. Significance of the research**

- a. This research is to provide some information about students' attitude Learning English.
- b. Fulfilling the requirements to finish the writers study at State Islamic University of UIN Suska Pekanbaru – Riau.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1. The Framework

##### 2.1.1. Theory in learning.

Learning is a process of exchange in every individual; the exchange is as achievement of learning process that can be seen in various aspects such as knowledge, understanding and attitude or behavior. In psychology and education, learning theories are attempts to describe how people learn; thereby helping us understand the inherently complex process of learning. There are three main categories in learning theories, they are:

##### a. Behaviorism

A behavior may result either in reinforcement, which increases the likelihood of that behavior occurring again or punishment, which decreases the likelihood of the same behavior recurring in the future. For example, a reinforce or a punisher is defined within behaviorism by its effect on behavior. Therefore a punisher is no considered to be punishment if it does not result in the reduction of a particular behavior. As result, behaviorist is particularly interested in measurable changes in behavior, which is it self a basic premise of the scientific method.

##### b. Cognitivism

Cognitivism theory look beyond behavior to explain brain based learning. Cognitivism consider how human memory work to promote learning. So for example how the natural physiological processes of encoding information into short term memory and long term memory become important to educators.

### c. Constructivism

Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past Knowledge. In the other words, learning involves constructing one's own knowledge from one's own experiences. Constructivist learning, therefore, is a very personal endeavor, whereby internalized concepts, rules and general principles may consequently be applied in a practical real-world context.

#### **2.1.2. The Nature of Attitude**

One of aspects that often found by English teacher at several schools in Indonesia is the students do not have good response of learning English it self, this problem probably caused by English is supposed as foreign language in our country. This phenomena is different with the other countries while English considered as their native language or second language. Good response, it also means good attitude, in other hand, the students who have negative attitude of learning English needed to be solved by the teachers as well as possible by giving more suggestion, more attention in order to the purposes of educational can be possibly achieved.

Dealing with attitude, Sartain defines "an attitude is a tendency of react positively or negatively of learning an object". (Sartain: 1973:108) more over Donald gives opinion, an attitude is a predisposition to act in a positive or negative way of learning persons, objects, ideas and events. (Donald 1965: 308).

In other word, attitude considered as the people's tendency to act positively or negatively of learning something because of that the writer concluded there are people

who have positive or negative attitude toward something. For instance, there are students who have positive or negative attitude of learning the English.

Furthermore, "attitude categories into three components, there are affective, cognitive, behavioral components".

1. Affective component is ones of feeling for an object. Foe example the students like the English taught by the teacher in the classroom.
2. The cognitive component deals with ones perception or concept about an object. For instance, the students believe that by enjoying the English taught, automatically it will increase their English ability.
3. The behavioral component is the result of cognitive and affective components the activity to do something. Such as practicing English, making the exercises given and making homework, etc.

Based on the explanation above the problems that becomes the focus of this research is on affective, cognitive and behavioral components' attitude of learning English. Whether the students have positive attitude of learning English automatically they will study it well, but in the other hand, whether students do not have positive attitude of learning English they will study it poorly.

### **2.1.3. The Function of Attitude**

According to Daniel Katz's theory (in Stephan 1985:215), attitude fulfills the functions of understanding, need satisfaction, ego defense, and value expression. By understanding, he means that attitudes help us understand our world and make sense of what is happening around us. Our attitude gives us a consistent framework for interpreting day-to-day events. It means whatever the individuals' attitudes, they help them organize

and interpret incoming information. The second function of attitudes, need satisfaction, occurs because our attitudes help us fulfill our goals. Our attitudes have often been formed from past experiences with rewards and punishments. These attitudes help us meet our goals of gaining rewards and avoiding punishments. For example, individuals who have always excelled at studying and have received benefits from studying process, such as praise, rewards, and scholarship support, are likely to have positive attitudes toward studying participation. The third function of attitudes is ego defense. All of us use our attitudes to bolster our esteem and to defend our ego against criticism. And the fourth function of attitude is value expression. Attitudes help us demonstrate the type of person we are what we like and dislike, what we support and appose, and how we define our selves. From the function of the attitude that has explained above, the students should have good attitude to achieve their goals.

Related to this research paper, the investigator would like to assert some good attitude learning which properly executed by the students in learning English, They can be describes as follows:

a. The students have prepared and manage of the time for study

Referring to the time organization of learning is how to manage the time of learning activities implemented by the students daily. It is necessary from them to have it well and to operate it regularly in order that the learning activities can run smoothly.

b. The students attend the class

The students do not only joke down, listen to the teacher's explanation, but they also analyze what the teacher describes about. They should give serious attention to the explanation of the teacher. The students will get nothing as well as stated that the students

should be active and creative to join the class and they should be smart to listen to the clarification of teacher and cultivate it in the mind.

Before join the class, firstly, they should have read the English book and even they should have tried to copy the available exercises with in the book. They should have also got ready with the question to be brought up to the class going on. Thus, they just focus their mind to the teacher's clarification and note it.

c. The students make notes about the material

If the students want to be successful in learning, one of their attempts is to note the material well, clearly and regularly. Making notes are considered as extremely important thing, because our brain is limited to store everything. In making the notes the students ought not to copy all the contents of the book they learn but not only quoted the essential ones for the materials required.

d. The students study English book at home

Absolutely, the students obtain a number of knowledge from the teacher is limited. Therefore, they should become accustomed to enrich the knowledge of English by reading other English books at home. If they are accustomed to read and to learn them, so they are of course gain much knowledge which is profitable to support their learning.

First of all, when the students would like to learn the English book, they should know the part of the book it self. It this tight related to the whole contents, of the book.

e. The students accomplish the exercises of English

When the teacher gives the exercises of English, the students should analyze carefully about their instruction wanted before doing it. The exercises may be formed as they are given by the teacher exist in the English book or the students copy the exercises

with that are available in it within being ordered by the teacher. By doing many exercises will make the students easier to master the materials of English.

f. The attitude to become stable the result of English

The students do their homework about English at home to make themselves more easily in learning English. English is a course which demands the students to accomplish exercises a lot. They do require some activities and the powerful logical thinking in learning English are much demanded to do a lot of exercises whether they are ordered or not by the teacher. But, if they are willing to qualify in English, they should do them a lot.

g. The students prepare themselves to face the English examination.

The students will gain success in the examination if they prepare themselves as good as possible in learning if they follow the attitude in learning English well, such as, join English course, manage the time of learning, make notes, the attitude to get through the exercises with, the attitude to become stable the result of learning, thus they won't find any hardness to have the examination.

#### **2.1.4. The Factors Influencing the Students' Attitude in Learning English.**

Related this case, the factors influencing attitude in learning English can be classified into two parts:

1. Internal factors

In dealing with this factors, the investigators only assert some, they are:

a. Interest

Interest is persisting tendency to pay attention to and enjoy some activities or content. Those who are interested in doing some activities continuously attended which is accompanied pleasure.

b. Attention

Attention is someone active which is to be higher and only goaled to an object or a group of object. To possess good styles of learning English, the student ought to have attention to the material being thought. If it does not get attention from them, this will appear bored that they do not love to learn.

c. Learning custom

Every student has different costume of learning and it is suitable with his or her wish. There are some students having pleasure to learn in the afternoon or in early morning only. Perhaps, many students are customary to delaying the time of learning or to pile the task up.

d. Learning regulation

Regulation of learning is one of the essential bases of the styles in Learning; it should be student habitual action in getting knowledge. The student should not wait the leisure time or to delay the time of learning.

2. External factors

Regarding with this factor, the investigators just presents some of them, they are;

a. Parent's attention

In learning activities, parent's attention is really required by their sons or daughters. Parents who are less to give attention to their children education, they do not

care about their children learning, don't want to know about the needs of their children, for instances, these such as problems will due them weak and lazy to learn.

b. Situation of house

It is meant by as situation or accuracy that always happens in the life of family where their children live in learning. It is one of the main factors of which are not included into as a deliberate factor. A tense state, a loud voice noise, quarrel and so on, will not create the peaceful life for them to learn. These cause them bored and love to stroll without purposes.

## **2.2. The Operational Concept**

Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept is still operated in an abstract from the research planning which should be interpreted into particularly words in order to be easy to measure. In this study, the attitude in learning English of the first years students of SMPN 23 PEKANBARU which is going to be measured, as follows:

- a. The students have prepared and managed of the time for study.
- b. The students attend the class.
- c. The students make notes about the material.
- d. The students study English at home.
- e. The students accomplish the exercises of English.
- f. The students do their English homework.
- g. The students prepare themselves to face the English examination.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter describes the research methodology used to conduct this study. It is divided into the research design, location and the time of the research, the subject and the object of the research, population and samples, the technique of the data analysis and formulating the conceptual framework.

#### **3.1. Research Design**

It belongs to descriptive qualitative. This research describes the students' attitude in learning English. It is carried out by using questionnaire, observation and interview.

#### **3.2. The Located and the Time of the Research**

The location of this research is at SMPN 23 Pekanbaru Garuda Sakti Street KM.3 Simpang Baru - Panam, and this research was done in June.

#### **3.3. The Subject and the object of the study**

The subject of the research is students at SMPN 23 PEKANBARU While the object of the research is student's attitude in learning English.

#### **3.4. The Population and the sample of the research**

The population of this research is the first year students of SMPN 23 PEKANBARU they are 126 students, it is in large number. Arikunto (1998:120) mentions that if the amount of the subject is more than 100 it will be better to take 25 % or more than it. So, the writerr takes 25% of the students or 43 students are become research sample. The technique used is random sampling. The taken sample can be seen as follows:

**TABLE III.1**  
**THE TOTAL POPULATION AND SAMPLE OF THE FIRST**  
**YEARS OF SMPN 23 PEKANBARU**

NO	CLASS	POPULATION	SAMPLE PROPORSIONAL 25%
1	VII A	41	12
2	VII B	43	16
3	VII C	42	15
	TOTAL	126	43

### 3.5. The Technique of the data collection

The data needed in this research were collected through:

#### a. Questionnaire

The questionnaire is the primary data which contain some questions to Respondents and dealing with the ways of learning English applied by the students (see appendix 1). In order to determine the instrument of questionnaire the writer shows meaning of each instrument as follows:

- The option always : All of the time
- The option usually : Most of the time
- The option some of the times : Some of the time
- The option seldom : Almost never
- The option never : Not any

#### b. Observation

It is carried out to observe directly the classroom students participation in learning process (see appendix 2).

#### c. Interview

It is attain the further information and to complete the data needed it just held by the writer to the English teacher.

### 3.6. The technique of data analysis

The data collected is processed are analysis to formulate the solution of the problem and to draw the conclusion. Each items of questionnaire is presented in the form of table. In this study, the expected number of the percentage is interpreted into qualitative words, the technique is the descriptive qualitative by percentage.

$$P = \frac{F}{N} \times 100 \%$$

P = Percentage of students

F = Frequency of students

N = Total number of students

$$AS = \frac{TS}{N}$$

Note: AS = Average score

TS = Total score

N = Number of students

Anas sudiono (1995:

40)

To categorize the level of the students' attitude in learning English, the writer used the formula as follows:

No	The score	Code	Category
1	80-100	A	VERY GOOD
2	70-79	B	GOOD
3	60-69	C	ENOUGH
4	50-59	D	LESS
5	0-49	E	BAD

(Guidance book academic information UIN SUSKA 2003:194)

## CHAPTER IV

### DATA PRESENTATION AND DATA ANALISYS

#### 4.1. Description and the research instrument

Instrument is something used in performing an action. Research instrument means what the writer used in conducting the research. The test is an instrument that is more appropriate to know students' attitude in learning English. So, the writer collected the data by giving them questionnaire, observation and interview.

#### 4.2. Data presentation

In this chapter, the writer present the data in order to know students' attitude in learning English at SMPN 23 Pekanbaru, to find out what factor influence the students attitude in learning English.

##### 4.2.1. Students' Attitude in Learning English

Students' attitude in learning English can be seen in the following table:

TABLE IV.1

The Recapitulation of the Observation attitude in learning English  
At SMPN 23 PEKANBARU Class VII<sup>A</sup>

No	Observation List	Observation Time			Total	Average	Categories
		1	2	3			
1	The students attend the class	8	8	7	23	7.66	Good
2	The students practice English in the class and don't care of making	9	8	9	26	8.6	Very good

	mistakes						
3	If the students have a problem in learning English they ask to the English teacher	7	6	9	22	7.33	Good
4	The students make note about the English material that are given by English teacher	8	8	7	23	7.66	Good
5	The students do assignment and submit it on time	8	10	6	24	8	Good
6	The students focus on the teacher explanation	8	7	7	22	7.33	Good
7	The student enjoy learning English in the class	7	8	8	23	8	Very good
8	The students do not cheat whenever have test	9	7	8	24	8	Very good
9	The students speak English clearly in the class	8	8	8	24	8	Very good
10	The students do not absent whenever learning English	8	9	8	25	8.33	Very good

From the table above shows that, the students attend the class are 7.66. It is categories good. The students practice English in the class and don't care of making mistakes is 8.6. It is categories very good. If the students have a problem in learning English they ask to their English teacher is 7.33. It is categories good. The students make note about the English material that are given by English teacher is 7.66. It is categories good. The students do assignment and submit it on time is 8. It is categories very good. The teacher focus on the teacher explanation is 7.33. It is categories good. The students enjoy learning English in the class is 8. It is categories very good. The students do not cheat whenever have a test is 8. It is categories very good. The students speak English clearly in the class is 8. It is categories very good. The students do not absent whenever learning English is 8.33. It is categories very good.

**TABLE IV.II****The Recapitulation of the Observation attitude in learning English****At SMPN 23 PEKANBARU Class VII<sup>B</sup>**

No	Observation List	Observation Time			Total	Average	Categories
		1	2	3			
1	The students attend the class	8	8	8	24	8	Very good
2	The students practice English in the class and don't care of making mistakes	8	8	9	25	8.33	Very good
3	If the students have a problem in learning English they ask to the English teacher	8	8	7	23	7.66	Good
4	The students make note about the English material that are given by English teacher	8	7	7	22	7.33	Good
5	The students do assignment and submit it on time	9	6	7	22	7.33	Good
6	The students focus on teacher explanation	8	7	8	22	7.33	Good
7	The students enjoy in learning English in the class	8	8	8	24	8	Very good
8	The students do not cheat whenever have test	7	8	8	23	7.66	Good
9	The students speak English clearly in the class	8	7	7	23	7.66	Good
10	The students do not absent in learning English	8	9	7	24	8	Very good

From the table above shows that, the students attend the class are 8. It is categories very good. The students practice English in the class and don't care of making mistakes is 8.33. It is categories very good. If the students have a problem in learning English they ask to their English teacher is 7.66. It is categories good. The students make note about the English material that are given by English teacher is 7.33. It is categories good. The

students do assignment and submit it on time is 7.33. It is categories good. The teacher focus on the teacher explanation is 7.33. It is categories good. The students enjoy learning English in the class is 8. It is categories very good. The students do not cheat whenever have a test is 7.66. It is categories good. The students speak English clearly in the class is 7.66. It is categories good. The students do not absent whenever learning English is 8. It is categories very good.

**TABLE IV.III**

**The Recapitulation of the Observation attitude in learning English**

**At SMPN 23 PEKANBARU Class VII<sup>C</sup>**

No	Observation List	Observation Time			Total	Average	Categories
		1	2	3			
1	The students attend the class	8	7	8	23	7.66	Good
2	The students practice English in the class and don't care of making mistakes	7	8	9	24	8	Very good
3	If the students have a problem in learning English they ask to the English teacher	8	8	7	23	7.66	Good
4	The students make note about the English material that are given by English teacher	8	7	8	23	7.66	Good
5	The students do assignment and submit it on time	9	9	7	25	8.33	Very good
6	The students focus on the teacher explanation	8	8	7	23	7.66	Good
7	The students enjoy in learning in the class	7	7	9	23	7.66	Good
8	The students do not cheat whenever have test	8	7	7	22	7.33	Good
9	The students speak English clearly in the class	7	8	8	23	7.66	Good
10	The students do not absent whenever in learning English	7	7	10	24	8	Very good

The table above shows that, the students attend the class is 7.66. It is categories good. The students practice English in the class and don't care of making mistakes is 8. It is categories very good. If the students have a problem in learning English they ask to their English teacher is 7.66. It is categories good. The students make note about the English material that are given by English teacher is 7.66. It is categories good. The students do assignment and submit it on time is 8.33. It is categories very good. The teacher focus on the teacher explanation is 7.66. It is categories good. The students enjoy learning English in the class is 7.66. It is categories very good. The students do not cheat whenever have a test is 7.33. It is categories good. The students speak English clearly in the class is 7.66. It is categories good. The students do not absent whenever learning English is 8. It is categories very good.

In this part, the writers analyze student's attitude in learning English. The writer presents the score of students categorized into very good, good, enough, less and bad.

Where:

Very good (A): score 80-100

Good (B): score 70-79

Enough (C): score 60-69

Less (D): score 50-59

Bad (E): score 0-49

#### **4.2.2. The factors that influence Students attitude in learning English.**

Some factors that influence Students attitude in learning English can be presented in following table:

**TABLE IV.4**

**I LIKE TO STUDYING ENGLISH IN THE SCHOOL**

NO	ANSWER	FREQUNCY	PERCENTAGE
1	Always	11	25,58 %
2	Often	6	13,95 %
3	Sometimes	24	55,81 %
4	Seldom	5	11,62 %
5	Never	1	2,32 %
	TOTAL	43	100 %

The Table above Show that there are 24 (55. 81%) of the students are sometimes like to study English in the school, 11 (25.58%) of the students are always like to studying English in the school, 6 (13.95%) of the students are often like to studying English in the school, 5 (11.62%) of the students are seldom like to studying English in the school, 1(2.32%) of the students are never like to studying English in the school.

**TABLE IV.5**

**I AM STUDYNG ENGLISH THREE TIMES A WEEK IN THE SCHOOL**

NO	ANSWER	FREQUNCY	PERCENTAGE
1	Always	19	44,20 %
2	Often	4	9,30 %
3	Sometimes	9	20,93 %
4	Seldom	6	13,95 %
5	Never	5	11,62 %
	TOTAL	43	100%

The related data can be concluded that there are 19 (44, 20%) of the students are always studying English three times a weeks in the school, 9 (20.93%) of the students are

sometimes studying English three times a weeks in the school, 6 (13.95%) of the students are seldom studying English three times a week in the school, 5 (11.62%) of the students are never studying English three times a week in the school.

**TABLE IV.6**

**I REVIEW ENGLISH LESSON BEFORE THE TEACHER EXPLAINED IT IN THE CLASS**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	16	37, 20 %
2	Often	15	34, 88%
3	Sometimes	7	16, 27%
4	Seldom	5	11, 65%
5	Never	-	-
	TOTAL	43	100%

From the above data, we can see that there are 16 (37, 20%) of the students are always review English lesson before the teacher explained it in the class, 15 (34.88%) of the students are often review English lesson before the teacher explained it in the class, 7 (16.27%) of the students are sometimes review English lesson before the teacher explained in the class, 5 (11.65%) of the students are seldom review English lesson before the teacher explained in the class, 0 (0%) of the students are never review English lesson before the teacher explained in the class.

**TABLE IV.7**  
**I COME TO THE CLASS ON TIME**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	20	46, 51 %
2	Often	15	34, 88%
3	Sometimes	5	11, 62%
4	Seldom	2	4, 65%
5	Never	1	2, 34 %
	TOTAL	43	100%

From the table above there are 20 (46.51%) of the respondents are always come to the class on time, 15 (34.88%) of the respondents are often come to the class on time, 5 (11.62%) of the respondents are sometimes come to the class on time, 2 (4.65%) Of the respondents are seldom come to the class on time, 1 (2.34%) of the respondents are never come to the class on time.

**TABLE IV.8**  
**I DID NOT ABSENT IN ATTENDING THE ENGLISH CLASS.**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	7	16, 27 %
2	Often	6	13, 95 %
3	Sometimes	25	58, 19 %
4	Seldom	4	9, 33 %
5	Never	1	2, 32 %
	TOTAL	43	100%

From the data above, we can see that there are 25 (58.19 %) who answered sometimes, 7 (16.27) who answer always, 6 (13.95%) who answered always, 6 (13.95%) who answered often, 4 (9.33%) who answered seldom, 1 (2.32%) who answered never.

**TABLE IV.9**  
**I WRITE ENGLISH LESSON CONCLUSION TO MAKE EASY TO READ**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	20	46, 51 %
2	Often	8	18, 60 %
3	Sometimes	10	23, 25 %
4	Seldom	5	11, 64 %
5	Never	-	-
	TOTAL	43	100%

The table shows that 20 (46.51%) students always write English lesson conclusion to make easy to read, 10 (23.25%) students sometimes write English lesson conclusion to make easy to read, 8 (18.60%) students often write English lesson conclusion to make easy to read, 5 (11.64%) students seldom write English lesson conclusion to make easy to read, 0 (0%) students never write English lesson conclusion to make easy to read.

**TABLE IV.10**  
**I WRITE ENGLISH LESSON EXPLAINED BY THE TEACHER  
IN THE CLASS COMPLETELY**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	20	46, 51 %
2	Often	15	34, 88 %
3	Sometimes	5	11, 62 %
4	Seldom	3	6, 99 %
5	Never	-	-
	TOTAL	43	100%

This table shows that 20 (46.51%) students always write English lesson explained by the teacher in the class completely, 15 (34.88%) students often write English lesson explained by the teacher in the class completely, 5 (11.62%) students sometimes write English lesson explained by the teacher in the class completely, 3 (6.99%) students seldom write English lesson explained by the teacher in the class completely, 0 (0%) students never write English lesson explained by the teacher in the class completely.

**TABLE IV.11**  
**I BORROW NOTE BOOK OF MY FRIEND IF I DID NOT COME TO THE CLASS**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	5	11, 62 %
2	Often	6	13, 95 %
3	Sometimes	16	37, 20 %
4	Seldom	15	34, 88 %
5	Never	1	2, 35 %
	TOTAL	43	100%

The table above shows that, the students are sometimes borrow note book of their if they do not come to the class is 16 (37.20%), the students are seldom borrow note book of their friend if they do not come to the class is 15 (34.88%), the students are often borrow note book of their friend if they do not come to the class is 6 (13.95%), the students are always borrow note book of their friend if they do not come to the class is 5 (11.62%), the students are borrow note book of their friend if they do not come to the class is 1 (2.35%).

**TABLE IV.12**  
**I LIKE TO READ ENGLISH BOOK AT HOME TO IMPROVE MY ENGLISH ABILITY**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	6	13,95 %
2	Often	3	6,97 %
3	Sometimes	24	55,81 %
4	Seldom	6	13,97 %
5	Never	4	9,30%
	TOTAL	43	100%

Based on the data above, there are 24 (55.81%) of the students are sometimes like to read English book at home to improve their English ability, there are 6 (13.97%) of the students are seldom like to read English book at home to improve their English ability, there are 6 (13.95%) of the students like to read English book at home to improve their English ability, there are 4 (9.30%) of the student like never read English book at home to improve their English ability.

**TABLE IV.13**  
**I READ ENGLISH LESSON TO MAKE ME UNDERSTAND MORE ABOUT THE SUBJECT**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	12	27,90 %
2	Often	8	18,60 %
3	Sometimes	17	39,53 %
4	Seldom	5	11,65 %
5	Never	1	2,32 %
	TOTAL	43	100%

From the data above we know that 17 (39.53%) students sometimes read English lesson to make them understand more about the subject, 12 (27.90%) students always read English lesson to make them understand more about the subject, 8 (18.60%) students often read English lesson to make them understand more about the subject, 5 (11.65%) students seldom read English lesson to make them understand more about the subject, 1 (2.32%) students never read English lesson to make them understand more about the subject.

**TABLE IV.14**  
**I DO ASSIGNMENT ENGLISH LESSON GIVEN BY THE TEACHER IN THE SCHOOL**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	20	46, 51 %
2	Often	10	23, 25 %
3	Sometimes	7	16, 27 %
4	Seldom	4	9, 30 %
5	Never	2	6, 47 %
	TOTAL	43	100%

Based on the data above, we can see that 20 (46.51%) students always do assignment English lesson, 10 (23.25%) students often do assignment English lesson given by the teacher in the school, 7 (16.27%) students sometimes do assignments English lesson given by the teacher In the school, 4 (9.30%) students seldom do assignment English lesson given by the teacher in the school, 2 (6.47%) students never do assignment English lesson given by the teacher in the class.

**TABLE IV.15**  
**I READ INSTRUCTION OF THE QUESTION BEFORE I DO ASSIGNMENT**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	17	39, 55 %
2	Often	12	27, 90 %
3	Sometimes	10	23, 25 %
4	Seldom	4	9, 30 %
5	Never	-	-
	TOTAL	43	100%

We can see that there are 17 (39, 55%) of the student are always read instruction of the question before do assignment, 12 (27.90%) of the students are often read instruction of the question before do assignment, 10 (23.25%) of the students are sometimes read instruction of the question before do assignment, 4 (9.30%) of the

students seldom read instruction of the question before do assignment, 0 (0%5) of the students never read instruction of the question before do assignment.

**TABLE IV.16**  
**I ASK TO THE TEACHER IF I DO NOT UNDERSTAND YET ABOUT THE SUBJECT**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	8	18, 60 %
2	Often	7	16, 27 %
3	Sometimes	20	46, 53 %
4	Seldom	5	11, 63 %
5	Never	3	6, 97 %
	TOTAL	43	100%

From the data above there are 20 (46, 53 %) of the students sometimes ask to the teacher if they do not understand yet about the subject, 8 (18.60%) students always ask to the teacher if they do not understand yet about the subject, 7 (16.27%) students often ask to the teacher if they do not understand yet about the subject, 5 (11.63%) students seldom ask to the teacher if they do not understand yet about the subject, 3 (6.97%) students never ask to the teacher if they do not understand yet about the subject.

**TABLE IV.17**  
**HOMEWORK HELP ME TO RECALL THE PREVIOUS LESSON**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	8	18, 60 %
2	Often	7	16, 27 %
3	Sometimes	20	46, 53 %
4	Seldom	5	11, 63 %
5	Never	3	6, 97 %
	TOTAL	43	100%

Based on the data above, There are 20 (46.53%) students are sometimes feel homework can help them to recall the previous lesson, 8 (18.60%) students are always feel

homework can help them to recall the previous lesson, 7 (16.27%) students are often feel homework can help them to recall the previous lesson, 5 (11.63%) students are seldom feel homework can help them to recall the previous lesson, 3 (6.97%) students are never feel homework can help them to recall the previous lesson

**TABLE IV.18**  
**WHENEVER I AM GIVEN HOMEWORK I DO IT BY MY SELF**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	11	25, 58 %
2	Often	10	23, 25 %
3	Sometimes	12	27, 93 %
4	Seldom	3	6, 97 %
5	Never	7	16, 27 %
	TOTAL	43	100%

There are 12 (27.93%) of the students are sometimes doing homework by their self, 11 (25.28%) students are always doing homework by their self, 10 (23.25%) students are often doing homework by their self, 7 (16.27%) students are never doing homework by their self, 3 (6.97%) students are seldom doing homework by their self.

**TABLE IV.19**  
**I DO ASSIGNMENT AND SUBMIT IT ON TIME**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	15	34, 88 %
2	Often	8	18, 60 %
3	Sometimes	10	23, 28 %
4	Seldom	7	16, 27 %
5	Never	3	6, 97 %
	TOTAL	43	100%

The table above shows that there are 15 (34.88%) of the respondents are always do assignment and submit it on time, 10 (23.28%) of the respondents are sometimes do assignment \*and submit it on time, 8 (18.60%) of the respondents are often do assignment and submit in on time, 7 (16.27%) of the respondents seldom are do assignment and

submit it on time, 3 (6.93%) of the respondents are never respondents do assignment and submit it on time.

**TABLE IV.20  
I AM NOT CHEAT WHENEVER I HAVE ASSIGNMENT**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	10	23, 25 %
2	Often	12	27, 90 %
3	Sometimes	9	20, 95 %
4	Seldom	8	18, 60 %
5	Never	4	9, 30 %
	<b>TOTAL</b>	<b>43</b>	<b>100%</b>

From the data above we know that there are 12 (27.90%) of the students are not often cheat whenever have assignment, 10 (23.25%) of the students are not always cheat whenever have assignment, 9 (20.95%) of the students are not sometimes cheat whenever have assignment, 8 (18.60%) of the students are not cheat whenever have assignment.

**TABLE IV.21  
I REVIEW ENGLISH LESSON TO FACE THE EXAM**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	13	30, 23 %
2	Often	10	23, 25 %
3	Sometimes	11	25, 58 %
4	Seldom	4	9, 32 %
5	Never	5	11, 62 %
	<b>TOTAL</b>	<b>43</b>	<b>100%</b>

This table above shows that, 13 (30.23%) students always review English lesson to face the exam, 11(25.58%) The students sometimes review English lesson to face the exam, 10 (23.25%) students often review English lesson to face the exam, 5 (11.62%) students never review English lesson to face the exam, and 4 (9.32%) students seldom read English subject to face the exam.

**TABLE IV.22**  
**I REVIEW ENGLISH LESSON MORE THAN ONE TIME UNTIL I UNDERSTAND**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	8	18, 62 %
2	Often	7	16, 27 %
3	Sometimes	15	34, 88 %
4	Seldom	11	25, 58 %
5	Never	2	4, 65 %
	TOTAL	43	100%

We can see that, there are 15 (34.88%) of the respondents sometimes review English lesson more than one time, 11 (25.58%) of the respondents seldom review English lesson more than one time, 8 (18.62%) of the respondents review English lesson more than one time, 7 (16.27%) of the respondent often review English lesson more than one time, 2 (4.65%) of the respondents never review English lesson more than one time.

**TABLE IV.23**  
**I LIKE LEARNING ENGLISH AT HOME TO FACE THE EXAM BECAUSE MAKE ME CONCENTRATION MORE**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	14	32, 58 %
2	Often	4	9, 30 %
3	Sometimes	15	34, 88 %
4	Seldom	7	16, 27 %
5	Never	3	6, 97 %
	TOTAL	43	100%

There are 15 (34.88%) students sometime like learning English at home to face the exam because make them concentration more, 14 (32.58%) students always like learning English at home to face the exam because make them understand more, 7 (16.27%) students seldom like learning English at home to face the exam because make them concentration more, 4 (9.30%) students often like learning English at home to face

the exam because make them understand more, 3 (6.97%) students never like learning English at home to face the exam because make them understand more.

**TABLE IV.24**  
**I AM SERIOUS IN ATTENDING DISCUSSION WITH MY FRIEND**

NO	ANSWER	FREQUENCY	PERCENTAGE
1	Always	8	18, 63 %
2	Often	10	23, 25 %
3	Sometimes	13	30, 32 %
4	Seldom	7	16, 27 %
5	Never	5	11, 62 %
	TOTAL	43	100%

The data above shows there are 13 (30.32%) of the students sometimes serious in attending discussion with their friend, 10 (23.25%) of the students often serious in attending discussion with their friend, 8 (18.63%) of the students always serious in attending discussion with their friend, 7 (16.27%) of the students serious in attending discussion with their friend, 5 (11.62%) of the students serious in attending discussion with their friend.

### 4.3. DATA ANALYSIS

#### 4.3.1. The students' Attitude in learning English

**TABLE IV.25**  
**The recapitulation of average observation list of student attitude in learning English**  
**At SMPN 23 PEKANBARU**

No	Observation List	Observation Time			Average
		VII A	VII B	VII C	
1	The students attend the class	7.66	8	7.66	7.77
2	The students practice English in the class and don't care of making mistakes	8.6	8.33	8	8.31
3	If the students have a problem in learning English they ask to the English teacher	7.33	7.66	7.66	7.55
4	The students make note about the English material that are given by English teacher	7.66	7.33	7.66	7.55
5	The students do assignment and submit it on time	8	7.33	8.33	7.88
6	The students focus on the teacher explanation	7.33	7.33	7.66	7.66
7	The students enjoy in learning in the class	8	8	7.66	7.77
8	The students do not cheat whenever have test	8	7.66	7.33	7.66
9	The students speak English clearly in the class	8	7.66	7.66	7.77
10	The students do not absent whenever in learning English	8.33	8	8	8.11
	TOTAL	78.91	77.27	77.67	7.80

The total of score average of observation of Students English learning style in class VII A is 78.91. Based on the classifying of categories, class VII A includes to category good because the total range is 70-79. We can see that the total of score average of observation of student's English learning style in class VII B is 77.27. Based on the classifying of

categories, class VII B includes to category good because the total range is 70-79. Based on the data above we know that the total of score average of observation of Students English learning style in class VII C is 77.67. Based on the classifying of categories, class VII A includes to category good because the total range is 70-79

From the data above we can included that the total score of average is good because the total score of each class is until 70-79.

$$AS = \frac{TS}{N}$$

$$AS = \frac{78.91 + 77.27 + 77.67}{3}$$

$$= \frac{233.85}{3}$$

$$= 77.95$$

**TABLE IV.26**

**The recapitulation of the factors that influence student's attitude in learning English  
At SMPN 23 PEKANBARU**

NO	ALWAYS		OFTEN		SOMETIMES		SELDOM		NEVER		TOTAL	
	F	P	F	P	F	P	F	P	F	P	F	P
1	11	25.58%	6	13.95%	24	55.81%	5	11.62%	1	2.32%		
	55		24		72		10		1		162	75.34%
2	19	44.20%	4	9.30%	9	44.20%	6	13.95%	5	11.62%		
	95		24		78		6		1		155	72.09%
3	16	46.51%	15	34.88%	7	16.27%	5	11.65%	-	-		
	55		44		24		10		-		171	79.53%
4	20	46.51%	15	34.88%	5	11.62%	2	4.65%	1	2.34%		

	20		8		63		20		4		179	83.25%
5	7	16.25%	6	13.95%	25	58.13%	4	9.33%	1	2.32%		
	35		24		75		8		1		143	66.51%
6	20	46.51%	8	18.60%	10	23.25%	5	11.64%	-	-		
	100		32		30		10		-		172	80%
7	20	46.51%	15	34.88%	5	11.62%	3	6.99%	-	-		
	100		60		15		6		-		181	84.18%
8	5	11.62%	6	13.95%	16	37.20%	15	34.88%	1	2.35%		
	25		24		48		30		1		128	59.53%
9	6	13.95%	3	6.97%	24	55.81%	6	13.97%	4			
	30		12		72		12		4		130	60.46%
10	12	27.90%	8	18.60%	17	39.53%	5	11.65%	1	2.32%		
	60		32		51		10		1		154	71.62%
11	20	46.51%	10	23.25%	7	16.27%	4	9.30%	2	4.67%		
	100		40		21		8		2		171	79.53%
12	17	39.55%	12	27.90%	100	23.25%	4	9.30%	-	-		
	85		48		30		8		-		171	79.53%
13	8	18.60%	7	16.27%	20	46.57%	5	11.63%	3	6.97%		
	40		28		60		20		3		151	70.23%
14	22	51.16%	7	16.27%	9	20.93%	5	11.64%	-	-		
	110		28		27		10		-		175	81.39%
15	11	25.58%	10	23.25%	12	27.93%	3	6.97%	7	16.27%		
	55		40		36		6		7		144	66.97%
16	15	34.88%	8	18.60%	10	23.28%	7	16.27%	3	6.97%		
	75		32		30		14		3		154	71.62%
17	10	23.25%	9	20.95%	12	27.90%	8	18.60%	4	9.30%		
	50		36		36		16		4		142	66.04%

18	11	25.58%	10	23.25%	13	30.23%	4	9.32%	5	11.62%		
	55		40		39		8		5		147	68.37%
19	8	18.62%	7	16.27%	11	25.58%	15	34.88%	5	11.62%		
	40		28		33		30		2		133	61.86%
20	14	32.58%	4	9.30%	15	34.88%	7		3	6.97		
	70		16		45		21		3		155	72.09%
21	8	18.63%	10	23.25%	13	30.23%	7	16.27%	5	11.62%		
	40		40		39		14		5		138	64.18%

Where:

A: 5

B: 4

C: 3

D: 2

E: 1

There are some dominants styles that influence the student English learning style at the first year of SMPN 23 PEKANBARU. These are some style that influence students English in learning. It can be seen from item no. 7 the students write English lesson explained by the teacher in the class completely 84.18%. It can be seen from item no. 4 that the students come to the class on time the total percentage is 83.25%. It can be seen the item no. 14 homework help the students to recall the previous lesson, the total percentage 81.39%. It can be seen the item no.6 the students write English lesson conclusion to make easy to read, the total percentage is 80%.it can be seen the item no. 3 the students review English lesson before the teacher explain it in the class, the total percentage is 79.53%. It can be seen the item no.11 that students do assignment given by

the teacher in the class, the total percentage is 79.53%. It can be seen he item no. 12 that students read instruction of the question before do assignment, the total percentage is 79.53%. It can be seen the item no. 1 the students like to study English lesson in the class, the total percentage is 75.34%. It can be seen the item no. 2 that students study English three times a week in the school , the total percentage is 72.09%. It can be seen the item no. 20 the students like learning English at home to face the exam because make them concentration more, the total percentage is 72.09%. It can be seen the item no. 10 the students read English lesson to make understand more about the subject, the total percentage is 71.62%. It can be seen the item no. 16 the, the students do assignment and submit it on time, total percentage is 71.62%. It can be seen the item no. 13 the students the students ask to the teacher if they do not understand yet about the subject, the total percentage is 70.23%. It can be seen the item no. 18 that students review English lesson to face the exam, the total percentage is 70.23%. It can be seen the items no. 15 the students do homework by their self, the total percentage is 66.97%. It be seen the items no. 5 the students does not absent in attending the English class, the total percentage is 66.51%. It can be seen the items no. 17 the students are not cheat whenever have assignment, the total percentage is 66.04%.It can be seen the items no. 21 the students serious in attending discussion with their friend, the total percentage is 64.18%. It can be seen the items no. 19 the students review English lesson more than one time, the total percentage is 61.86%. It can be seen the items no. 9 the students like to read English at home to improve their English ability. The total percentage is 60.46%. And it can be seen the items no. 8 the students borrow note book of their self they did not come to the class, the total percentage is 59.53%.

Based on the explanation above, it can be concluded that are some factors that influence the students attitude in learning English, they are:

- a. The students write English lesson explained by the teacher in the class completely
- b. The students come to the class on time
- c. The students feel homework can help them to recall the previous lesson
- d. The students write English lesson conclusion to make easy to read
- e. The students review English lesson before the teacher explained it in the class
- f. The students do assignment English lesson given by the teacher in the class
- g. The students do assignment and submit it on time.

#### **4.2.3. Data Presentation of Interview**

To find out the information about what factors that influences the students' attitude in learning English, the first method the investigator uses observation and the first method that is questionnaire and the last method that is interviewed the students by giving the questionnaire that have related to the factors influence students attitude in learning English. The questions are as follows:

1. Do you like English?
2. Do you always practice your English at school?
3. If the teacher gives you homework do you do it?

Students 1:

- Yes, I like it.

- Sometimes I practice English in the school to improve my ability in speaking English.
- Yes, of course. I always do homework given by the teacher in the school to make understand more about the English lesson

Students 2:

- Yes, sometimes I like to study it.
- I like to practice English in the class with my friend because make my speaking ability in English clearly.
- Yes, usually I do homework given by the teacher and if I can not do it by my self, I do it by my friend because homework is important for me can help me to recall the previous lesson.

Students 3:

- Sometimes I feel enjoy in learning English.
- My English teachers ask us to practice English in the class and don't care to make mistakes because a mistake is a process in learning.
- Yes, I always do homework and if do not understand yet about the task I ask to English teacher to make me easy in doing the task.

Students 4:

- I like English
- Yes I practice English with my English teacher and also with my friend in the school to improve my speaking ability in English.

- If the teacher gives us homework about the English lesson I always do it with my friend.

The investigator would like to conclude the result interview collect from the some students of SMPN 23 PEKANBARU.

- a. Some students of SMPN 23 PEKANBARU like in learning English, it can be seen from the result of interview and also each other have attitude in learning English.
- b. Each of students at SMPN 23 PEKANBARU have attitude in learning, most of the student like in learning English, it can be seen from the following summary; the student support to their English teacher to use English in the class improve their speaking ability in English and the student doing homework given by the teacher and if they do not understand yet about the task they ask to their English teacher so make them easy to answer the question also the student like to practice English in the school.

## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

In this chapter present the conclusion of the research it is consist of theoretical conclusion and research conclusion in this list this chapter the investigator will give the recommendation of this research.

#### 5.1 Conclusion

Based on the conducted research in the previous chapter the writer draws some student's attitude in learning English at SMPN 23 Pekanbaru, as follows:

- a. Based on the research findings, it can be concluded that the student's attitude in learning English at SMPN 23 Pekanbaru is categorized as good 77.95.
- b. The research finding shows that there are six factors that influence the student's attitude in learning English, they are:
  1. The students write English lesson explained by the teacher in the class completely 84.18%.
  2. The students come to the class on time; it can be seen from the items 83.25%
  3. The students feel homework can help them to recall the previous lesson, they are 83.39%
  4. The students write English lesson conclusion to make easy to read, they are 80%
  5. The students review English lesson before the teacher explained it in the class, it can be seen from the items is 79.53%

6. The students like to study English subject in the class, it can be seen from the items is 75.34%

## **5.2 Recommendations**

1. The teacher of SMPN 23 Pekanbaru is suggested to give motivation to the students in order to study English more diligently.
  - a. The teacher ask to their students to read English book at home
  - b. The students ask to the teacher doing English homework at home
  - c. The teacher motivate to read some English books
2. The English teacher is suggested to encourage the student's attitude in learning English. So that the students can achieve good grades and increase their performance in English
  - a. The students are suggested never care of making mistakes because mistakes is a process in learning and should be remember that English is not our mother tongue, English is not our language.
  - b. The students are suggested to practice their English with their teacher and their friends at school.
  - c. The students are suggested to study English more seriously.

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## Appendix 1

**NAMA** :

**KELAS** :

### PETUNJUK PENGISIAN ANGKET

Responden siswa kelas 1 SMPN 23 Pekanbaru jalan Garuda sakti KM.3 Simpang Baru-Panam.

Petunjuk:

- a. Angket ini bertujuan untuk mengumpulkan data sehubungan dengan penelitian ilmiah penulis yang berjudul students English learning style at SMPN 23 Pekanbaru.
- b. Angket ini tidak mempengaruhi prestasi anda.
- c. Berilah tanda silang (X) pada jawaban yang anda anggap benar.

1. Saya senang belajar mata pelajaran bahasa Inggris disekolah

- a. selalu    b. sering    c. kadang-kadang    d. jarang    e. tidak pernah

2. Saya belajar bahasa Inggris disekolah 3 kali seminggu

- a. selalu    b. sering    c. kadang-kadang    d. jarang    e. tidak pernah

3. Saya membaca materi pelajaran bahasa Inggris terlebih dahulu sebelum guru menerangkan didepan kelas

- a. selalau    b. sering    c. kadang-kadang    d. jarang    e. tidak pernah

4. Saya hadir ke sekolah tepat waktu

- a. selalu    b. sering    c. kadang-kadang    d. jarang    e. tidak pernah

5. Saya tidak absent setiap belajar bahasa Inggris disekolah

- a. selalu    b. sering    c. kadang-kadang    d. jarang    e. tidak pernah

6. Saya membuat ringkasan materi pelajaran bahasa Inggris
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
7. Saya mencatat dengan lengkap dan rapi tentang materi- materi pelajaran bahasa Inggris yang diajarkan guru di depan kelas
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
8. Saya meminjam buku catatan teman saya bila saya tidak hadir ke sekolah, supaya saya tidak ketinggalan materi pelajaran bahasa Inggris
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
9. Saya senang membaca buku – buku bahasa Inggris di rumah untuk meningkatkan kemampuan saya dalam memahami bahasa Inggris.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
10. Saya mengulang kembali membaca materi pelajaran bahasa Inggris supaya saya lebih bisa memahami materi pelajaran tersebut.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
11. Saya mengerjakan tugas bahasa Inggris yang diberikan guru di sekolah.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
12. Saya membaca instruksi soal terlebih dahulu sebelum saya mengerjakan tugas.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
13. Saya akan bertanya kepada Guru bahasa Inggris saya bila saya belum mengerti dengan maksud pertanyaan tersebut
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah

14. Tugas-tugas yang diberikan guru dapat mengingatkan saya tentang materi pelajaran bahasa Inggris yang diberikan sebelumnya.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
15. Jika guru saya memberikan tugas atau PR saya mengerjakannya sendiri.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
16. Saya mengerjakan tugas yang diberikan guru dan mengumpulkannya tepat waktu.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
17. Jika ada tugas tentang materi pelajaran bahasa Inggris yang diberikan guru di sekolah saya tidak mencontek punya teman saya.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
18. Saya mengulang semua materi pelajaran bahasa Inggris yang telah diajarkan guru di sekolah untuk menghadapi ujian.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
19. Saya mengulang membaca materi pelajaran bahasa Inggris berulang-ulang sampai saya memahami materi pelajaran bahasa Inggris.
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
20. Saya suka belajar bahasa Inggris di rumah untuk menghaapi ujian Karena saya lebih bisa berkonsentrasi dalam belajar.
- a. sering      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah
21. Saya suka berdiskusi dengan teman – teman di sekolah membahas maateri pelajaran bahasa Inggris di sekolah untuk menghadapi ujian
- a. selalu      b. sering      c. kadang-kadang      d. jarang      e. tidak pernah

## Appendix 2

Table

**List Observation of Students Attitude in Learning English  
At SMPN 23 Pekanbaru Class VII A (1)**

No	Observation list	Score									
		1	2	3	4	5	6	7	8	9	10
1	The students attend the class										
2	The students practice English in the class and don't care of making mistakes							√			
3	If the students have a problem in learning they ask to their English teacher								√		
4	The students make note about the English material that are given by English teacher								√		
5	The students do assignment and submit it on time							√			
6	The students focus on the teacher explanation								√		
7	The students enjoy in learning in the class								√		
8	The students do not cheat whenever have test								√		
9	The students speak English clearly in the class						√				
10	The students do not absent whenever in learning english							√			

### Appendix 3

Table

**List Observation of Students Attitude in Learning English  
At SMPN 23 Pekanbaru Class VII B (1)**

No	Observation list	Score									
		1	2	3	4	5	6	7	8	9	10
1	The students attend the class							√			
2	The students practice English in the class and don't care of making mistakes							√			
3	If the students have a problem in learning they ask to their English teacher								√		
4	The students make note about the English material that are given by English teacher									√	
5	The students do assignment and submit it on time							√			
6	The students focus on the teacher explanation							√			
7	The students enjoy in learning in the class								√		
8	The students do not cheat whenever have test							√			
9	The students speak English clearly in the class						√				
10	The students do not absent whenever in learning english							√			

## Appendix 4

Table

**List Observation of Students Attitude in Learning English  
At SMPN 23 Pekanbaru Class VII C (1)**

No	Observation list	Score									
		1	2	3	4	5	6	7	8	9	10
1	The students attend the class							√			
2	The students practice English in the class and don't care of making mistakes							√			
3	If the students have a problem in learning they ask to their English teacher								√		
4	The students make note about the English material that are given by English teacher							√			
5	The students do assignment and submit it on time							√			
6	The students focus on the teacher explanation							√			
7	The students enjoy in learning in the class						√				
8	The students do not cheat whenever have test								√		
9	The students speak English clearly in the class						√				
10	The students do not absent whenever in learning english						√				

**Appendix 5**

**Table**

**List Observation of Students Attitude in Learning English  
At SMPN 23 Pekanbaru Class VII A (2)**

No	Observation list	Score										
		1	2	3	4	5	6	7	8	9	10	
1	The students attend the class											
2	The students practice English in the class and don't care of making mistakes							√				
3	If the students have a problem in learning they ask to their English teacher								√			
4	The students make note about the English material that are given by English teacher								√			
5	The students do assignment and submit it on time							√				
6	The students focus on the teacher explanation							√				
7	The students enjoy in learning in the class						√					
8	The students do not cheat whenever have test							√				
9	The students speak English clearly in the class							√				
10	The students do not absent whenever in learning english						√					

**Appendix 6**

**Table**

**List Observation of Students Attitude in Learning English  
At SMPN 23 Pekanbaru Class VII B (2)**

No	Observation list	Score									
		1	2	3	4	5	6	7	8	9	10
1	The students attend the class							√			
2	The students practice English in the class and don't care of making mistakes						√				
3	If the students have a problem in learning they ask to their English teacher							√			
4	The students make note about the English material that are given by English teacher							√			
5	The students do assignment and submit it on time								√		
6	The students focus on the teacher explanation							√			
7	The students enjoy in learning in the class						√				
8	The students do not cheat whenever have test							√			
9	The students speak English clearly in the class						√				
10	The students do not absent whenever in learning english						√				

## Appendix 7

Table

**List Observation of Students Attitude in Learning English  
At SMPN 23 Pekanbaru Class VII C (2)**

No	Observation list	Score									
		1	2	3	4	5	6	7	8	9	10
1	The students attend the class										
2	The students practice English in the class and don't care of making mistakes							√			
3	If the students have a problem in learning they ask to their English teacher							√			
4	The students make note about the English material that are given by English teacher							√			
5	The students do assignment and submit it on time							√			
6	The students focus on the teacher explanation							√			
7	The students enjoy in learning in the class						√				
8	The students do not cheat whenever have test								√		
9	The students speak English clearly in the class						√				
10	The students do not absent whenever in learning english						√				

**Appendix 8**

**Table**

**List Observation of Students Attitude in Learning English At SMPN 23 Pekanbaru Class VII A (3)**

No	Observation list	Score									
		1	2	3	4	5	6	7	8	9	10
1	The students attend the class							√			
2	The students practice English in the class and don't care of making mistakes						√				
3	If the students have a problem in learning they ask to their English teacher						√				
4	The students make note about the English material that are given by English teacher							√			
5	The students do assignment and submit it on time								√		
6	The students focus on the teacher explanation								√		
7	The students enjoy in learning in the class								√		
8	The students do not cheat whenever have test								√		
9	The students speak English clearly in the class							√			
10	The students do not absent whenever in learning english						√				

**Appendix 9**

**Table**

**List Observation of Students Attitude in Learning English  
At SMPN 23 Pekanbaru Class VII B (3)**

No	Observation list	Score											
		1	2	3	4	5	6	7	8	9	10		
1	The students attend the class												
2	The students practice English in the class and don't care of making mistakes							√					
3	If the students have a problem in learning they ask to their English teacher								√				
4	The students make note about the English material that are given by English teacher							√					
5	The students do assignment and submit it on time								√				
6	The students focus on the teacher explanation							√					
7	The students enjoy in learning in the class							√					
8	The students do not cheat whenever have test								√				
9	The students speak English clearly in the class						√						
10	The students do not absent whenever in learning english							√					

## Appendix 10

Table

**List Observation of Students Attitude in Learning English s  
At SMPN 23 Pekanbaru Class VII C (3)**

No	Observation list	Score									
		1	2	3	4	5	6	7	8	9	10
1	The students attend the class						√				
2	The students practice English in the class and don't care of making mistakes							√			
3	If the students have a problem in learning they ask to their English teacher								√		
4	The students make note about the English material that are given by English teacher									√	
5	The students do assignment and submit it on time							√			
6	The students focus on the teacher explanation						√				
7	The students enjoy in learning in the class						√				
8	The students do not cheat whenever have test								√		
9	The students speak English clearly in the class						√				
10	The students do not absent whenever in learning english							√			

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